



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 11331340
SAU: Poland School Department
School: Poland Community School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 4

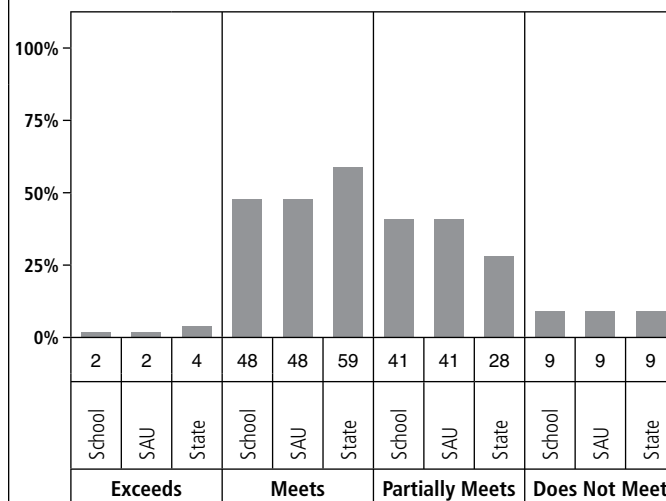
SAU: Poland School Department

School: Poland Community School

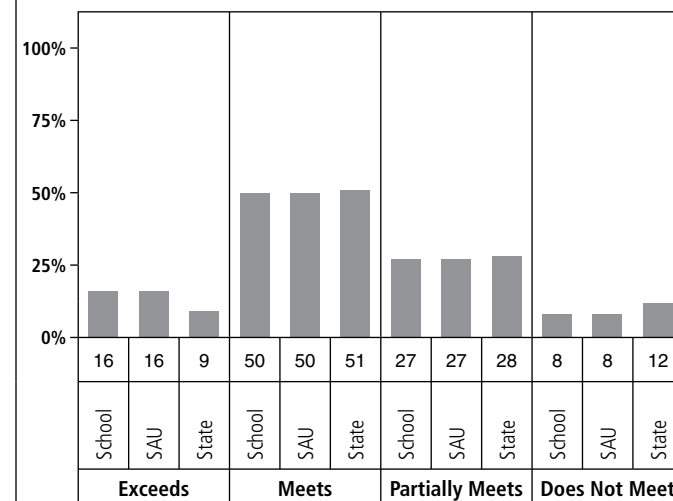
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	441	441	444
2006–2007	442	442	445
2007–2008	443	443	445
Cum. Avg. *	442	442	445
Mathematics			
2005–2006	441	441	444
2006–2007	440	440	445
2007–2008	447	447	445
Cum. Avg. *	443	443	445
Science & Technology			
2005–2006	441	441	444
2006–2007	439	439	444
2007–2008	443	443	444
Cum. Avg. *	441	441	444

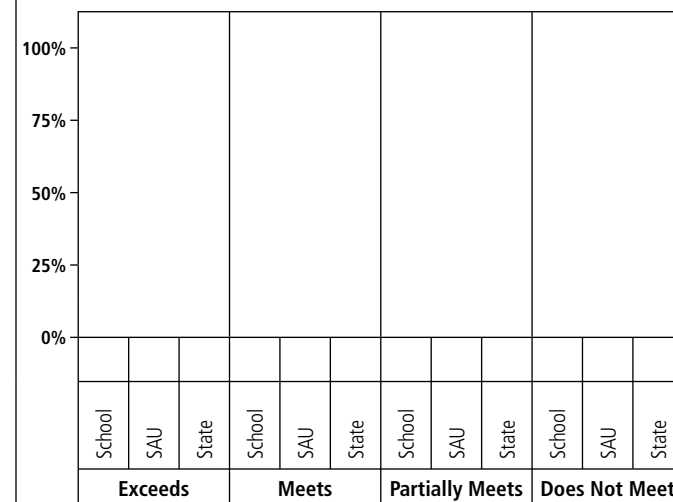
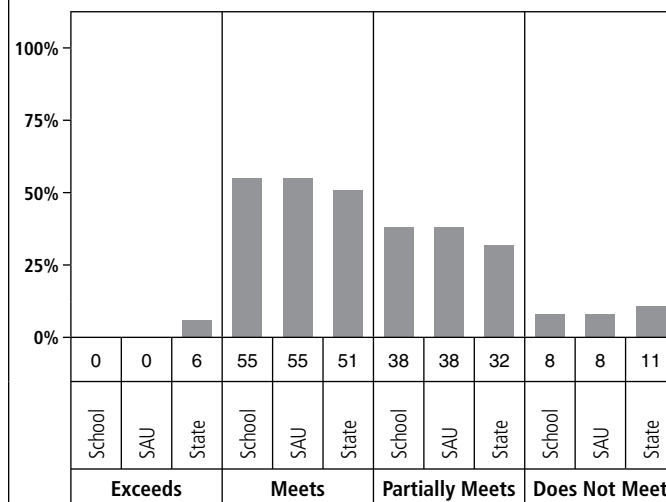
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: Poland School Department
 School: Poland Community School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	64	100	64	100	14207	100	64	100	64	100	14181	100	64	100	64	100	14123	100	64	100	64	100	14115	99						
Ethnicity African American/Black	0	0	0	0	390	3	0	0	0	0	388	99	0	0	0	0	388	99	0	0	0	0	386	99						
American Indian or Native Alaskan	1	2	1	2	101	1	1	100	1	100	101	100	1	100	1	100	101	100	1	100	1	100	101	100						
Asian or Pacific Islander	1	2	1	2	263	2	1	100	1	100	259	98	1	100	1	100	262	100	1	100	1	100	262	100						
Hispanic	2	3	2	3	170	1	2	100	2	100	168	99	2	100	2	100	166	98	2	100	2	100	166	98						
Caucasian/White	60	94	60	94	13282	93	60	100	60	100	13264	100	60	100	60	100	13205	100	60	100	60	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	4	6	4	6	2524	18	4	100	4	100	2514	100	4	100	4	100	2498	99	4	100	4	100	2494	99						
Current LEP	1	2	1	2	385	3	1	100	1	100	377	98	1	100	1	100	383	99	1	100	1	100	380	99						
Economically disadvantaged	21	33	21	33	5587	39	21	100	21	100	5569	100	21	100	21	100	5538	99	21	100	21	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	34	53	34	53	10755	76	34	53	34	53	10730	76	34	53	34	53	10776	76						
Identified disability (PET/IEP)	0	0	0	0	375	3	0	0	0	0	374	3	0	0	0	0	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	30	47	30	47	3298	23	30	47	30	47	3267	23	30	47	30	47	3215	23						
Identified disability (PET/IEP)	4	13	4	13	2013	61	4	13	4	13	1998	61	4	13	4	13	1986	62						
LEP	1	3	1	3	225	7	1	3	1	3	233	7	1	3	1	3	229	7						
504 plan	1	3	1	3	69	2	1	3	1	3	68	2	1	3	1	3	67	2						
Other	24	80	24	80	1046	32	24	80	24	80	1023	31	24	80	24	80	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: Poland School Department
School: Poland Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	0	0	0	0	601	4
	2006-2007	2	3	2	3	507	4
	2007-2008	1	2	1	2	559	4
	Cum. Total*	3	1	3	1	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	31	50	31	50	7910	57
	2006-2007	39	51	40	52	8749	63
	2007-2008	31	48	31	48	8308	59
	Cum. Total*	101	50	102	50	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	21	34	21	34	3970	29
	2006-2007	24	32	24	31	3467	25
	2007-2008	26	41	26	41	3922	28
	Cum. Total*	71	35	71	35	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	10	16	10	16	1421	10
	2006-2007	11	14	11	14	1165	8
	2007-2008	6	9	6	9	1264	9
	Cum. Total*	27	13	27	13	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	28.3	59.0	28.3	59.0	29.7	61.9
Literary Text	24	50	14.6	60.8	14.6	60.8	15.5	64.6
Informational Text	24	50	13.6	56.7	13.6	56.7	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 4

SAU: Poland School Department

School: Poland Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	64	1	2	31	48	26	41	6	9	443	64	2	48	41	9	443	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	1										1						101	1	46	44	10	442
Asian or Pacific Islander	1										1						259	6	61	22	11	445
Hispanic	2										2						164	0	45	38	16	440
Caucasian/White	60	1	2	30	50	23	38	6	10	443	60	2	50	38	10	443	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	4										4						2388	0	29	44	26	437
No	60	1	2	31	52	25	42	3	5	444	60	2	52	42	5	444	11665	5	65	25	6	446
Current LEP																						
Yes	1										1						373	1	32	35	32	436
No	63	1	2	31	49	25	40	6	10	443	63	2	49	40	10	443	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	21	0	0	6	29	10	48	5	24	439	21	0	29	48	24	439	5502	1	47	37	14	441
No	43	1	2	25	58	16	37	1	2	445	43	2	58	37	2	445	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	64	1	2	31	48	26	41	6	9	443	64	2	48	41	9	443	14048	4	59	28	9	445
Gender																						
Female	29	1	3	18	62	8	28	2	7	446	29	3	62	28	7	446	6959	5	61	26	8	446
Male	35	0	0	13	37	18	51	4	11	440	35	0	37	51	11	440	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	16	0	0	4	25	10	63	2	13	438	16	0	25	63	13	438	1890	0	37	46	17	439
No	48	1	2	27	56	16	33	4	8	445	48	2	56	33	8	445	12163	5	63	25	8	446
Gifted/talented program																						
Yes	7	0	0	6	86	1	14	0	0	453	7	0	86	14	0	453	266	21	74	4	0	456
No	57	1	2	25	44	25	44	6	11	442	57	2	44	44	11	442	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Poland School Department

School: Poland Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	50	1	50	432	3	0	0	50	50	432	5	1	42	36	21	440
B. less than one hour	84	1	2	28	52	21	39	4	7	444	84	2	52	39	7	444	74	4	62	27	7	445
C. one to two hours	11	0	0	2	29	4	57	1	14	439	11	0	29	57	14	439	18	5	59	29	7	446
D. more than two hours	2	0	0	1	100	0	0	0	0	444	2	0	100	0	0	444	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	24	1	7	6	40	7	47	1	7	444	24	7	40	47	7	444	30	6	63	24	7	446
B. They match some of what I have learned.	56	0	0	19	54	14	40	2	6	444	56	0	54	40	6	444	52	4	63	27	6	446
C. They match just a little of what I have learned.	17	0	0	4	36	5	45	2	18	441	17	0	36	45	18	441	12	2	46	37	15	441
D. There is no match.	3	0	0	1	50	0	0	1	50	436	3	0	50	0	50	436	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	35	0	0	11	50	9	41	2	9	444	35	0	50	41	9	444	35	7	66	20	6	448
B. good	52	1	3	17	52	15	45	0	0	444	52	3	52	45	0	444	51	3	60	29	7	445
C. fair	11	0	0	2	29	2	29	3	43	438	11	0	29	29	43	438	12	1	44	40	16	440
D. poor	2	0	0	0	0	0	0	1	100	428	2	0	0	0	100	428	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	7	0	0	0	0	1	25	3	75	432	7	0	0	25	75	432	19	2	46	34	17	442
B. about the same as my regular schoolwork	69	0	0	25	60	16	38	1	2	444	69	0	60	38	2	444	62	5	64	26	5	446
C. easier than my regular schoolwork	25	1	7	6	40	7	47	1	7	445	25	7	40	47	7	445	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	11	0	0	1	14	3	43	3	43	435	11	0	14	43	43	435	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	56	1	3	16	46	16	46	2	6	443	56	3	46	46	6	443	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	33	0	0	14	67	6	29	1	5	446	33	0	67	29	5	446	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	13	0	0	5	63	2	25	1	13	445	13	0	63	25	13	445	18	7	64	22	7	447
B. 20 minutes to an hour	54	1	3	14	41	16	47	3	9	443	54	3	41	47	9	443	55	4	64	26	6	446
C. less than 20 minutes	21	0	0	6	46	7	54	0	0	442	21	0	46	54	0	442	14	2	53	33	12	443
D. I rarely read at home.	13	0	0	5	63	1	13	2	25	442	13	0	63	13	25	442	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	16	0	0	2	20	6	60	2	20	438	16	0	20	60	20	438	23	3	50	34	13	442
B. six to ten pages	30	0	0	9	50	8	44	1	6	442	30	0	50	44	6	442	25	3	60	29	8	444
C. eleven or more pages	54	1	3	19	58	10	30	3	9	446	54	3	58	30	9	446	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	67	0	0	0	0	2	100	0	0	439	67	0	0	100	0	439						
C.	33	0	0	0	0	0	0	1	100	430	33	0	0	0	100	430						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: Poland School Department
School: Poland Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	5	8	5	8	1294	9
	2006-2007	1	1	1	1	1054	8
	2007-2008	10	16	10	16	1321	9
	Cum. Total*	16	8	16	8	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	24	39	24	39	7000	50
	2006-2007	37	49	38	49	7394	53
	2007-2008	32	50	32	50	7079	51
	Cum. Total*	93	46	94	46	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	19	31	19	31	3784	27
	2006-2007	24	32	24	31	3729	27
	2007-2008	17	27	17	27	3955	28
	Cum. Total*	60	30	60	30	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	14	23	14	23	1894	14
	2006-2007	14	18	14	18	1735	12
	2007-2008	5	8	5	8	1642	12
	Cum. Total*	33	16	33	16	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.1	67.3	10.1	67.3	9.5	63.3
Cluster 2: Shape and Size	14	29	9.4	67.1	9.4	67.1	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.7	74.0	3.7	74.0	3.4	68.0
Cluster 4: Patterns	14	29	9.5	67.9	9.5	67.9	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: Poland School Department
School: Poland Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	64	10	16	32	50	17	27	5	8	447	64	16	50	27	8	447	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	1										1						101	3	46	41	11	442
Asian or Pacific Islander	1										1						262	14	51	23	12	447
Hispanic	2										2						162	4	41	34	21	440
Caucasian/White	60	10	17	31	52	14	23	5	8	447	60	17	52	23	8	447	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	4										4						2372	3	31	36	30	436
No	60	10	17	31	52	15	25	4	7	448	60	17	52	25	7	448	11625	11	54	27	8	447
Current LEP																						
Yes	1										1						381	4	33	28	35	435
No	63	10	16	32	51	16	25	5	8	447	63	16	51	25	8	447	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	21	1	5	10	48	7	33	3	14	442	21	5	48	33	14	442	5472	5	41	35	19	440
No	43	9	21	22	51	10	23	2	5	449	43	21	51	23	5	449	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	64	10	16	32	50	17	27	5	8	447	64	16	50	27	8	447	13992	9	51	28	12	445
Gender																						
Female	29	9	31	13	45	5	17	2	7	451	29	31	45	17	7	451	6933	9	50	29	12	445
Male	35	1	3	19	54	12	34	3	9	443	35	3	54	34	9	443	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	16	0	0	9	56	5	31	2	13	443	16	0	56	31	13	443	1890	2	34	41	23	438
No	48	10	21	23	48	12	25	3	6	448	48	21	48	25	6	448	12107	11	53	26	10	446
Gifted/talented program																						
Yes	7	6	86	1	14	0	0	0	0	466	7	86	14	0	0	466	266	45	49	5	0	461
No	57	4	7	31	54	17	30	5	9	445	57	7	54	30	9	445	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Poland School Department
School: Poland Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	50	1	50	430	3	0	0	50	50	430	5	6	34	33	27	438
B. less than one hour	84	9	17	27	50	14	26	4	7	447	84	17	50	26	7	447	74	10	52	28	10	446
C. one to two hours	11	1	14	4	57	2	29	0	0	448	11	14	57	29	0	448	18	10	52	28	10	446
D. more than two hours	2	0	0	1	100	0	0	0	0	446	2	0	100	0	0	446	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	23	3	20	6	40	6	40	0	0	449	23	20	40	40	0	449	38	13	56	23	8	448
B. They match some of what I have learned.	69	7	16	23	52	10	23	4	9	447	69	16	52	23	9	447	48	8	52	29	10	445
C. They match just a little of what I have learned.	8	0	0	3	60	1	20	1	20	442	8	0	60	20	20	442	10	4	35	39	22	439
D. There is no match.	0										0						4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	3	20	9	60	1	7	2	13	451	23	20	60	7	13	451	35	16	55	20	8	449
B. good	45	5	17	16	55	6	21	2	7	448	45	17	55	21	7	448	48	7	52	31	11	445
C. fair	28	2	11	6	33	9	50	1	6	442	28	11	33	50	6	442	14	3	41	38	18	440
D. poor	3	0	0	1	50	1	50	0	0	442	3	0	50	50	0	442	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	3	0	0	1	50	1	50	0	0	442	3	0	50	50	0	442	15	4	38	33	25	439
B. about the same as my regular schoolwork	66	7	17	21	50	11	26	3	7	447	66	17	50	26	7	447	64	10	54	28	9	446
C. easier than my regular schoolwork	31	3	15	10	50	5	25	2	10	448	31	15	50	25	10	448	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	36	3	13	13	57	6	26	1	4	448	36	13	57	26	4	448	23	8	47	29	16	443
B. two or three days a week	33	2	10	12	57	6	29	1	5	446	33	10	57	29	5	446	36	11	54	27	9	447
C. two or three times each month	20	3	23	6	46	3	23	1	8	448	20	23	46	23	8	448	25	10	53	27	10	446
D. never or almost never	11	2	29	1	14	2	29	2	29	443	11	29	14	29	29	443	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	1	50	0	0	1	50	443	3	0	50	0	50	443	5	3	30	33	33	436
B. two or three days a week	14	0	0	4	44	5	56	0	0	443	14	0	44	56	0	443	19	8	50	30	12	445
C. two or three times each month	31	3	15	12	60	5	25	0	0	449	31	15	60	25	0	449	38	11	55	26	8	447
D. never or almost never	52	7	21	15	45	7	21	4	12	447	52	21	45	21	12	447	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	0	0	1	20	4	80	0	0	438	8	0	20	80	0	438	8	3	33	38	25	438
B. 30–45 minutes	25	3	19	7	44	5	31	1	6	447	25	19	44	31	6	447	27	6	48	33	13	443
C. 45–60 minutes	53	5	15	20	59	5	15	4	12	447	53	15	59	15	12	447	38	11	54	26	9	447
D. more than 60 minutes	14	2	22	4	44	3	33	0	0	451	14	22	44	33	0	451	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	67	0	0	0	0	2	100	0	0	434	67	0	0	100	0	434						
C.	33	0	0	0	0	0	0	1	100	426	33	0	0	0	100	426						
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: Poland School Department
School: Poland Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	3	5	3	5	751	5
	2006-2007	1	1	1	1	963	7
	2007-2008	0	0	0	0	882	6
	Cum. Total*	4	2	4	2	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	27	44	27	44	7251	52
	2006-2007	32	42	33	43	6824	49
	2007-2008	35	55	35	55	7130	51
	Cum. Total*	94	47	95	47	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	20	32	20	32	4514	32
	2006-2007	25	33	25	32	4382	32
	2007-2008	24	38	24	38	4433	32
	Cum. Total*	69	34	69	34	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	12	19	12	19	1458	10
	2006-2007	18	24	18	23	1735	12
	2007-2008	5	8	5	8	1546	11
	Cum. Total*	35	17	35	17	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.3	69.2	8.3	69.2	8.0	66.7
Cluster 2: Physical Sciences	12	25	6.7	55.8	6.7	55.8	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.3	60.8	7.3	60.8	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.5	62.5	7.5	62.5	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Poland School Department
 School: Poland Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	64	0	0	35	55	24	38	5	8	443	64	0	55	38	8	443	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	1										1						101	3	44	44	10	441
Asian or Pacific Islander	1										1						262	5	52	28	14	443
Hispanic	2										2						162	2	38	39	21	439
Caucasian/White	60	0	0	33	55	22	37	5	8	443	60	0	55	37	8	443	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	4										4						2370	2	32	41	25	437
No	60	0	0	35	58	22	37	3	5	444	60	0	58	37	5	444	11621	7	55	30	8	445
Current LEP																						
Yes	1										1						379	1	25	35	39	433
No	63	0	0	35	56	23	37	5	8	443	63	0	56	37	8	443	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	21	0	0	6	29	13	62	2	10	439	21	0	29	62	10	439	5470	3	41	39	18	440
No	43	0	0	29	67	11	26	3	7	445	43	0	67	26	7	445	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	64	0	0	35	55	24	38	5	8	443	64	0	55	38	8	443	13986	6	51	32	11	444
Gender																						
Female	29	0	0	16	55	10	34	3	10	444	29	0	55	34	10	444	6929	6	49	33	12	443
Male	35	0	0	19	54	14	40	2	6	442	35	0	54	40	6	442	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	16	0	0	6	38	7	44	3	19	439	16	0	38	44	19	439	1888	1	32	44	23	437
No	48	0	0	29	60	17	35	2	4	444	48	0	60	35	4	444	12103	7	54	30	9	445
Gifted/talented program																						
Yes	7	0	0	6	86	1	14	0	0	452	7	0	86	14	0	452	266	30	65	5	1	457
No	57	0	0	29	51	23	40	5	9	442	57	0	51	40	9	442	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Poland School Department

School: Poland Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	50	1	50	430	3	0	0	50	50	430	5	4	37	36	22	439
B. less than one hour	84	0	0	30	56	20	37	4	7	443	84	0	56	37	7	443	74	6	53	31	10	444
C. one to two hours	11	0	0	4	57	3	43	0	0	442	11	0	57	43	0	442	18	7	52	32	8	445
D. more than two hours	2	0	0	1	100	0	0	0	0	460	2	0	100	0	0	460	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	11	0	0	5	71	2	29	0	0	448	11	0	71	29	0	448	24	9	53	28	10	446
B. They match some of what I have learned.	53	0	0	18	53	14	41	2	6	443	53	0	53	41	6	443	49	6	54	31	9	445
C. They match just a little of what I have learned.	30	0	0	11	58	6	32	2	11	443	30	0	58	32	11	443	21	4	47	36	13	442
D. There is no match.	6	0	0	1	25	2	50	1	25	433	6	0	25	50	25	433	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	27	0	0	11	65	6	35	0	0	443	27	0	65	35	0	443	25	9	53	27	10	446
B. good	52	0	0	17	52	12	36	4	12	443	52	0	52	36	12	443	54	6	55	30	9	445
C. fair	20	0	0	7	54	5	38	1	8	442	20	0	54	38	8	442	19	3	43	40	15	441
D. poor	2	0	0	0	0	1	100	0	0	436	2	0	0	100	0	436	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	11	0	0	3	43	3	43	1	14	440	11	0	43	43	14	440	22	5	45	35	15	442
B. about the same as my regular schoolwork	68	0	0	25	58	15	35	3	7	444	68	0	58	35	7	444	62	7	53	31	9	445
C. easier than my regular schoolwork	21	0	0	7	54	5	38	1	8	441	21	0	54	38	8	441	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	11	0	0	3	43	3	43	1	14	441	11	0	43	43	14	441	24	7	48	33	12	444
B. a few times a week	58	0	0	20	54	14	38	3	8	443	58	0	54	38	8	443	53	7	54	31	9	445
C. once a week	11	0	0	2	29	5	71	0	0	439	11	0	29	71	0	439	9	6	46	33	15	442
D. a few times a month	20	0	0	10	77	2	15	1	8	447	20	0	77	15	8	447	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	35	0	0	12	55	9	41	1	5	444	35	0	55	41	5	444	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	25	0	0	5	31	10	63	1	6	440	25	0	31	63	6	440	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	22	0	0	8	57	3	21	3	21	442	22	0	57	21	21	442	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	17	0	0	9	82	2	18	0	0	447	17	0	82	18	0	447	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	67	0	0	0	0	2	100	0	0	437	67	0	0	100	0	437						
C.	33	0	0	0	0	0	0	1	100	416	33	0	0	0	100	416						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number